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# The Modern Language Journal

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## SYLLABI OF FOUR YEAR COURSES IN FRENCH, GERMAN AND SPANISH FOR HIGH SCHOOLS<sup>1</sup>

**I**N A syllabus it is naturally essential to begin with a statement of the aim that is to be kept in mind in carrying out the program. A statement concerning the aim in teaching Spanish, but applicable to any foreign language, was recently made by Mr. Lawrence A. Wilkins, which we may quote, substituting for "Spanish" the words "a modern foreign language":

The aim in the teaching of a modern foreign language is to effect that thorough mental discipline imparted by a study of grammar, idiom and syntax, and so to develop that ready and accurate facility of ear, tongue and eye that, all combined, will make the present and future use of the language, and progress therein, both possible and certain. We cannot in two, three or even four years assure a student a complete

<sup>1</sup> The committee, appointed at the annual meeting of the Association of Modern Language Teachers of the Central West and South in 1917, to draw up standard four-year syllabi for High School foreign language courses, has had the advantage of working upon the syllabi prepared by the College Entrance Examination Board, the Association of Romanic Language Teachers of California, the New York Minima, the National Education Association Minima, the Report of the Committee on First Year Course in College Spanish appointed by the Central Division of the Modern Language Association, the Report of the Committee of Five on a Course of Study in Spanish appointed by the Modern Language Association, the Report of the Interlocking Committee on the Coordination of Language Study for the High Schools of Illinois, appointed by the Annual High School Conference of the University of Illinois, the four year course in French and German for High Schools recommended by the University of Wisconsin, similar courses issued by the University of California, and a report on modern languages issued by the New Jersey Department of Public Instruction, as well as the two sets of Resolutions adopted in 1920 by the Modern Language Association of America and the National Federation of Modern Language Teachers, both of which were published by the Bureau of Education as Teacher's Leaflet No. 14, August, 1920.

mastery of the language. But we can and should so train him that he may apply his knowledge to any one or to several ends with the self-confidence (conscious or unconscious) that he can easily grow up to any demands that may be made upon his knowledge of the language.

To this statement at least one thing should be added. In the judgment of your committee the teacher should be able, even in the first year course in High School, to instil into the student some appreciation of the spirit and culture of the people whose language is being studied.

It is obvious that a ready and accurate reading knowledge of the language is by far the most important means by which to attain these aims. By "reading knowledge" we mean the ability to understand the content of a text without translating it, and to pronounce the text correctly and fluently. By the end of each year, pupils in a High School course should be able to read fluently and understandingly, without recourse to translation, the texts used in each year—texts which shall match in difficulty those indicated in the following table:

I Year—Any standard elementary reader.

II Year—French—Malot: *Sans Famille*

German—Storm: *Immensee*

Spanish—Valera: *El pájaro verde*

III Year—French—Halévy: *L'Abbé Constantin*

German—Riehl: *Burg Neideck*

Spanish—Carrión y Aza: *Zaragüeta*

IV Year—French—Daudet: *Tartarin de Tarascon*

German—Keller: *Romeo und Julia auf dem Dorfe.*

Spanish—Alarcón: *El Capitán Veneno.*

In view of the present demands in regard to speaking-ability in French, German and Spanish, as well as for reasons to be mentioned presently, the attainment of some facility in using the language orally with correct pronunciation is naturally one of the aims of the course. Accordingly, oral drill should form a considerable part of the work, not only because it affords practice in speaking, but also as a means of mastering the grammar and attaining fluency in reading. Such oral drill—question and answer, paraphrase, reproduction of content, etc.—must not, however, be confused with real conversation, which under present

conditions can be acquired only in a very small proportion of classes. Similarly, the term "composition" should be applied to the expression of ideas in one's own words, not to mere translation. It must be remembered that some teachers are themselves not able to converse in the language taught, and that it is idle to expect students to acquire a more accurate oral and written command of the language than that of their teachers.

In these days, when methodology has assumed such a prominent place in the educational world that some Teachers' Colleges have actually found themselves obliged to insist that students who take a course in methods of teaching this, that or the other subject should also be obliged to take a content course in that same subject, it will naturally be expected that your committee say something in regard to method. Many persons would have us believe that the grammar method is hopelessly out of date; the so-called natural method (than which there never was anything more unnatural) has had its ardent adherents and still has them; and at the present moment the reform method or direct method seems to be gaining the upper hand. The essential difference between these methods is that in the old grammar method the foreign language was studied chiefly through the eye by means of rules and paradigms, instruction being imparted in the language of the pupils with emphasis on the translation of texts from the foreign language into English and of simple sentences from English into the foreign language. The natural method abandoned to a large extent the study of grammar, and attempted to teach pupils of any age in the way that infants are taught to speak—by imitation. The direct or reform method aims to make the language vivid and interesting by using it in the class room; but, when properly understood, this method restores the study of grammar as the fundamental element of all language study. The direct method uses little or no translation from or into the mother tongue, since in the opinion of its votaries the use of the mother tongue, at least in the earlier stages of instruction, hinders the acquisition of a feeling for the foreign language; on the other hand, this method of instruction attempts to form new language habits by the abundant use, orally and in writing, of passages in the foreign language that are adapted to the understanding and interest of the pupils.

Your Committee cannot help feeling that the method to be ultimately adopted by our best teachers will contain the most valuable elements in each of these systems, and will reject the rest; and furthermore, that every teacher must, to a certain extent, evolve his or her own personal method. While, therefore, no particular method is exclusively recommended, we would stress the necessity for a large amount of oral practice in the foreign language for the following reasons:

1. It gives training in pronunciation and intonation.
2. It helps to build up an active vocabulary.
3. It facilitates the learning of grammatical forms and constructions, or, in other words, leads to the acquisition of a proper feeling for normal grammatical usage.
4. It consequently conduces to fluency in speaking and in reading.

While learning to read simple prose with a good pronunciation and intonation, the pupil must also, sooner or later, acquire the ability to translate accurately into idiomatic English any text he may be reading. Just how early in the course translation work should begin depends upon circumstances. Some teachers prefer to avoid translating as a systematic exercise in the earlier stages of instruction,—for instance, during the first year or two; but the advisability of this procedure depends upon the teacher's having a good command of the foreign language and being sufficiently resourceful to make the meaning clear without too frequent recourse to explanation or translation in English. The more the pupil hears of the foreign language, the sooner will he become proficient in the use of that language. It should be remembered, however, that ability to translate from a foreign language may be of no less importance for practical purposes than ability to read without translating, and also that translation affords in many cases the simplest means of testing by examination the pupil's knowledge of the language and his accurate comprehension of the meaning of what he reads. But whatever method is followed, the principle which must guide the teacher is suggested in the instructions issued by the Minister of Public Instruction in Austria:

The teacher of modern languages should bear in mind that he must use the language which is the subject of study

as much as possible, and the language of his pupils as much as is necessary; but he should never forget that he must at all times be intelligible to all the pupils.

This principle applied to the teaching of any modern foreign language should prevent the attempt to cover too much ground in the first year. Even if at the end of the second year in high school pupils fail to attain speaking ability, their work will be well worth while if they have acquired ability to study in the original language such great works of the literature of foreign countries as their maturity enables them to comprehend and appreciate. Many persons who have never had the privilege of foreign travel and who speak indifferently, if at all, any foreign language, are able to delight their friends as well as themselves by their knowledge of the literature, art, history and culture of various foreign nations.

Teachers who are not proficient in the oral use of the foreign language would do better to substitute translation and retranslation for much of the oral practice. On the other hand, those who give a large amount of time to oral work in a foreign language will not be able, especially in the first two years, to read intensively in the class as many pages as those teachers who give less time to oral practice. It is suggested, therefore, that where comparatively little time is available for reading in class, the desirable amount of class reading be made up by more rapid supplementary reading: reading at sight or home reading assigned for content only.

The principle which we have just stated, that the teacher's words must always be intelligible to all the pupils, applies to all methods, although the danger of being misunderstood is greater when the direct method is used. It follows that English should be used regularly in teaching the facts of grammar, and in other cases where exact statements are necessary. It is generally agreed, however, that certain types of grammatical drill may easily be conducted entirely in the foreign language, when once the principle involved has been clearly set forth with suitable examples. Such types of drill are, for instance, substitution exercises designed to afford practice in the use of pronouns, and exercises in changing the form of the verbs in given sentences. The direct method may well be used from the very beginning in

dealing with objects and actions in the class room, and to some extent in dealing with conditions of daily life outside the class room. In any case, training in the forms of the language and in the application of grammatical principles, whether by the formal study of rules and paradigms or by the development through systematic practice of a feeling for proper expression, must form the backbone of the work in all beginning classes.

Some teachers may desire to conduct the work of the first semester or even of the first year on a phonetic basis, which implies approaching the foreign language from the standpoint of sound rather than from that of spelling—in other words, by means of the ear rather than the eye—and facilitating the acquisition of correct pronunciation not only by imitation but also by the use of simple physiological explanations and demonstrations. This method may also involve the use of phonetic symbols, which are of value to a pupil when once he has accurately learned to form the sounds represented by them. The use of extended phonetic transcriptions is not to be recommended until the later stages of the work, and then only in the case of teachers who have thoroughly mastered the system. Every teacher should at least have sufficient knowledge of the theory of phonetics to be able to explain the physiological formation of the sounds in such a way that the pupil will be taught to place the organs of speech in the proper position and not be obliged to rely entirely upon an accidental ability to imitate sounds more or less imperfectly heard. One of the best helps in the attainment of a good pronunciation is the memorizing of short poems or passages of prose, provided the correct pronunciation is learned at the same time with the words; such passages, when retained in the memory, form a sort of reference-table to which new passages may be compared for sound and idiom, and the ability to repeat them rapidly and accurately gives the pupil confidence in using the foreign language.

For the grammar work in particular there are two methods of covering the material of the first two years in a high school course. A grammar large enough to occupy the entire two years may be used in going over the ground once. This method your committee does not favor. The other method is to take a short grammar or some specific portion of a longer grammar, presenting material for one year's work, and then use in the second year an

elementary composition book or a reference grammar built systematically to provide a review of the grammatical principles already studied, while giving some of the more important details omitted from the introductory book. The student should cover in two years, by either method, all of the regular and the auxiliary verbs, and most of the more commonly used irregular verbs; the gender and the formation of the plural of nouns; the agreement and position of adjectives; the entire paradigm of personal pronouns; the possessive and demonstrative pronouns (stressing adjectival and pronominal uses); relative and interrogative pronouns; adverbs; negatives; numerals; and the simpler fundamental principles involved in the syntax of the verb.

The committee especially recommends that in both verbs and pronouns the second person intimate forms both singular and plural be taught systematically in their proper places. Even though the teacher may not care to drill the pupils on these forms, they should become part of the student's mental picture of the paradigms in question, since he will frequently meet them in almost any reading that he undertakes.

Grammar work of the third and fourth years should consist of a careful review of the forms of the language as well as the principles of syntax already studied, together with copious practice in using the language orally. The more advanced study of syntax as distinct from morphology should not be undertaken too early—in most cases, not before the fourth year of the high school course.

Details concerning the separate languages are given in the following pages under the appropriate headings in the reports of the several sub-committees. It should be said here that the aim of the Committee has been primarily to make a statement of what should be covered in each year, in each of the three languages, rather than to discuss or recommend methods of instruction. The committee has with deliberate intention refrained from recommending specific grammars or other text-books at any stage of the work. If the members of the Association desire to have a series of grammars, composition-books and reading-texts drawn up and graded according to difficulty and adaptation to one or another stage of the work, this should be taken up as a separate task.



## THE COMMITTEE:

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SYLLABUS OF A FOUR YEAR COURSE IN FRENCH FOR  
HIGH SCHOOLS

## FIRST YEAR FRENCH

## PRONUNCIATION

An accurate pronunciation is best taught by means of simple physiological explanations of the formation of sounds, and *contrast with the nearest English sounds*. The subject should be taken up at the very first lesson, and continued constantly throughout the year; no incorrect pronunciation should be allowed to pass without correction, and drill on pronunciation and rhythm should be a part of every lesson. A phonetic alphabet, giving a single sign for each sound, is of great value in enabling the pupil to distinguish the different sounds and the silent letters, and when once the correct pronunciation of each sound has been learned, in aiding him to pronounce when studying without supervision. It is not necessary for the pupil to be instructed in theoretical phonetics.

## GRAMMAR

*Articles.*

Definite and Indefinite (forms and general rules for use).

*Adjectives.*

Rules for forming the feminine and plural, including some common irregular adjectives, such as: *beau, blanc, bon, cher, heureux, nouveau, vieux*, etc.; comparison; agreement; position, including rules for adjectives which precede nouns; demonstrative, interrogative, and possessive adjectives.

*Nouns.*

Gender (the article to be learned with each noun); formation of plural (including words ending in *-al, -eau*, and the word *œil*).

*Pronouns.*

The use of pronouns should be taught by means of abundant, simple exercises, both oral and written; conjunctive or unstressed pronouns; disjunctive or stressed pronouns; relative pronouns, omitting the more complicated cases; *en* and *y*, as equivalent to preposition and pronoun, or as conjunctive adverbs.

#### Verbs.

(a) Regular verbs of the groups ending in *-er*, *-ir*, *-re*; verbs of the types of *lever*, *jeter*; assignment of verbs met in reading to the proper group.

(b) Tenses and forms to be studied: present; past descriptive or imperfect; future; past future or conditional; present perfect or past indefinite; participles, imperative. To be recognized but not studied: past absolute or past definite. Distinctions in usage between the various past tenses.

(c) Irregular verbs in the principal parts, with the present and imperfect indicative, and the imperative, (the past definite to be recognized but not memorized): *aller*, *avoir*, *connaître*, *croire*, *dire*, *écrire*, *être*, *faire*, *lire*, *mettre*, *ouvrir*, *partir*, *pouvoir*, *prendre*, *recevoir*, *savoir*, *venir*, *voir*, *vouloir*; and the single forms *il faut* and *s'il vous plaît*, as well as the past participles of *mourir* and *naître*.

(d) Reflexive verbs, with drill on such verbs as *se lever*, *s'en aller*, *s'appeler*, *s'asseoir*.

(e) Verbs compounded with *être*, as *aller*, *entrer*, *partir*, *venir*.

(f) The forms and some of the uses of the subjunctive should be pointed out, without being studied in detail.

#### Adverbs.

Position; adverbs of quantity and their use, as *assez*, *beaucoup*, *bien*, *combien*, *peu*, *plus*, *trop*.

#### Negation.

*Ne . . . pas*; *ne . . . rien*; *ne . . . jamais*; *ne . . . plus*.

#### Numerals.

Cardinals; ordinals; time of day; dates. The study of numerals should be begun as early as possible; it may be used, for instance, for practice in pronunciation.

### READING

From 75 to 100 pages should be read from an elementary reader, or from editions of simple nineteenth-century texts. Translation

into English should be used so far as is necessary to ensure and to test accuracy.

#### ORAL PRACTICE

It is naturally impossible to set up a fixed standard of oral attainment, and your committee does not deem it advisable to prescribe by rule what portion of the recitation period should be devoted to oral drill. All teachers, however, whatever be their method, should try to impart ear-training and a certain degree of oral spontaneity.

#### *Note.*

The minimum grammar requirement as outlined above is approximately covered in most first year books, or in some equivalent portion of longer books.

### SECOND YEAR FRENCH

#### GRAMMAR

The grammar covered in the first year should be thoroughly reviewed at the beginning of the second year, with special attention to verbs and pronouns. After this has been done, the study of grammar should be continued, including forms not previously taken up, and elementary syntax. A text-book should be used, which may be the same one used in the first year, and the reading should be constantly drawn upon for illustrative material.

#### *Verbs.*

(a) Formation of all tenses of verbs, with distinction between literary and conversational forms.

(b) Intensive study of the conversational forms.

(c) Commoner uses of the subjunctive, with drill in phrases of the type: *j'ai peur qu'il ne soit malade; qu'il s'en aille; il faut qu'il fasse cela; quoi qu'il fasse*; etc.

(d) All common irregular verbs (about 50, with their compounds). The rare verbs may be neglected, except for the forms met in reading.

#### *Conjunctions.*

Especially those used with the subjunctive.

#### COMPOSITION

(a) Writing of simple, very short themes based on topics read or discussed in class. Use of certain words, constructions, and idioms to be required.

(b) Translation from English into French, primarily for grammatical drill.

#### ORAL WORK

- (a) Drill by question and answer.
- (b) Reading aloud, with attention to pronunciation, expression, and intonation.
- (c) Recitation of prose and verse from memory.
- (d) Brief narratives, prepared or impromptu.
- (e) Dictation.

#### READING

From 175 to 225 pages of easy nineteenth-century texts should be read. The reading gives the point of departure for other work, except for such portion of the grammar work as is based on a text-book. It also gives the opportunity for elementary discussion of France, her history, customs, etc. The texts must be chosen with careful regard to difficulty, content, etc. It is desirable throughout the course that a part of each reading lesson be carefully translated, as the only sure means of enforcing absolute accuracy in interpreting the text read.

#### OUTSIDE READING

Of the amount of reading specified above, some 25 to 50 pages might well be prescribed for outside reading; and voluntary outside reading is recommended over and above the prescribed reading.

### THIRD YEAR FRENCH

#### GRAMMAR

Review of grammar, based largely on reading matter. Drill in conversational forms and in the use of the subjunctive.

#### COMPOSITION AND ORAL EXERCISES

Continuation of the work of the first two years, with emphasis on correct pronunciation and intonation, and on proper use of tenses. Dictation.

#### READING

From 275 to 325 pages should be read; texts of the nineteenth century are to be preferred, but a few from the tragedy and comedy of the seventeenth century, and La Fontaine's Fables, may be used. Different literary genres should be represented

and used as a basis for commenting on literary values and on French ideas. Voluntary outside reading is recommended, and from 50 to 75 pages of the amount specified above may well be prescribed for outside reading.

#### FOURTH YEAR FRENCH

Continuation of the work of the third year. From 425 to 475 pages should be read, and of that amount 75 to 100 pages might well be assigned for outside reading. A portion of the reading should be chosen from the seventeenth and eighteenth centuries. Written compositions, and translation from English into French. Conversation, based on the texts read or on subjects of general interest to the pupils.

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### SYLLABUS FOR A FOUR YEAR COURSE IN GERMAN FOR HIGH SCHOOLS

#### FIRST YEAR GERMAN

##### READING

Some of the beginners' grammars contain quite enough reading material for the year. Such reading material is usually well graded since it serves as basis for grammatical exercises. If a grammar is used containing no reading matter, a well arranged reader should be used and some 30 to 50 pages should be read during the year. The amount of reading will naturally depend upon the grade of difficulty of the material.

##### GRAMMAR

*Articles*

Declension of:

1. The definite article
2. The indefinite article

*Adjective.*

1. A thorough mastery of the weak and mixed declensions of the adjective is recommended. The strong declension of the adjective may be explained when such forms occur in the text, but no drill in its use need be given in the first year.
2. The demonstrative adjectives.
3. The possessive adjectives.

*Nouns.*

The declension of the more common nouns. Enough work should be done in the noun declension to enable the pupils to recognize the various forms in the reading and to use the form required in the exercises and in reproduction. The emphasis formerly placed on this topic should be avoided.

*Pronouns.*

1. *Personal*—Considerable oral and written drill in their use should be given, inasmuch as there is constant need of the personal pronouns in oral and written reproduction.
2. *Relative*—Some drill in the use of the forms of the relative pronouns should be given, but much less emphasis is desirable than in the case of the personal pronouns.
3. *Interrogative*—Approximately the same emphasis that is recommended for the relative pronoun.
4. *Possessive*—No drill should be given. Forms may be explained when they occur in the reading.
5. *Demonstrative*—Same as possessive pronouns.
6. *Reflexive*—Need be taught only in connection with reflexive verbs like "sich setzen."

*Verbs.*

The conjugation of weak and the more usual strong verbs (about forty) with separable and inseparable prefixes. The future-perfect should not be taught in the first year. The three forms of the imperative should be explained when they occur in the reading material. Only the polite form should be required in oral and written reproduction.

*The Modal Auxiliaries*—The simple tenses only need be required.

*Irregular Weak Verbs*—The more common of these, such as, *kennen*, *nennen*, *bringen*, *denken*, and *wissen*, should be taught if they occur in the text.

*Prepositions.*

The most common prepositions governing the dative case, those governing the accusative case, and those governing both the dative and the accusative. Since these prepositions are constantly needed in all oral and written work, an abundance of exercises providing drill in their use should be given.

*Conjunctions.*

*Co-ordinating*—*aber, denn, oder, sondern, und.*

*Subordinating*—The most common of these such as, *als, wenn, weil, dass*, should be emphasized and much drill in their use should be provided.

*Word Order*

Normal; Inverted; Transposed.

## COMPOSITION

Where the direct method is used, oral and written exercises in German designed to fix in mind the forms and principles of grammar as well as the vocabulary of the text should be provided for practically all of the reading material of the year. These exercises should focus the attention of the pupils especially on the proper *use* of the following: The personal endings and tenses of the verb, the adjective declension, the simple prepositions and the word-order. Question and answer drill based on the text should gradually lead to oral and written reproduction of the text or portions of it. Care should be taken not to make such reproduction too difficult in the first year. Teachers who are not proficient in the oral use of German may substitute English sentences and short themes based on text read for translation into German.

## VOCABULARY DRILL

An ample amount of exercises specially designed to fix more permanently in the mind of the pupil the vocabulary of the text is recommended. This drill should, however, be confined to words in common use actually occurring in the text. The introduction of too large a number of related words usually leads to mechanical and unprofitable memorizing of long lists of words.

## TEXTS

From the large number of beginners' grammars on the market teachers should select the one best suited to their needs and cover

the topics as outlined above. As a rule, most of the grammars contain much more material than can be assimilated by the pupils in the first year.

### MEMORY WORK

(See under "Second Year")

## SECOND YEAR GERMAN

### READING

The basis of the work for the second year should be the reading of 100-150 pages of simple prose, this amount to include outside reading, in case the teacher desires to have pupils begin outside reading as early as the second year. The work, especially in the first half of the year, should be intensive, rather than extensive, in order that the language material may be thoroughly mastered.

### GRAMMAR

The first four to six weeks should be devoted to a thorough review of the first year's grammar, and to a certain extent, of the vocabulary. This review should be based on a very easy text. The grammar should be used chiefly for reference and study of paradigms. New grammatical topics to be studied in the second year are:

#### *Adjectives*

The strong declension  
Comparison of adjectives

#### *Pronouns*

Demonstrative

#### *Pronominals*

#### *Verbs*

Principal parts of additional strong verbs occurring in the text read.

The irregular weak verbs.

The passive voice (with emphasis on the present and past).

The subjunctive of indirect discourse and unreal condition should be explained but not much drill in their use need be given.

The modals in perfect tenses with an accompanying infinitive should be explained when they occur in the reading material but very little drill in their use is to be given at this time.

The most important verbs requiring the object in the dative.

#### *Prepositions*

The most important prepositions requiring the genitive.



*Conjunctions* Additional subordinating conjunctions as they occur in the text.

#### COMPOSITION

As in the first year, teachers should provide for an ample amount of oral and written exercises in German. These exercises should be designed (a) to give drill on the grammatical topics studied during this year (including the reviews) and (b) to fix in the minds of the pupils the new vocabulary of the texts read.

Following such exercises, oral and written reproduction of suitable portions of the reading material should be required. Again teachers not proficient in the use of oral German, may substitute English exercises and short themes (preferably such as are based on the text) for translation into German.

#### VOCABULARY DRILL

The same principle should obtain here as during the first year, viz. a limited amount of words of frequent occurrence well learned, rather than an extensive number of words studied in a superficial way and soon forgotten.

#### MEMORY WORK

A very material help in the acquisition of a facility in expression and grammatical accuracy can be derived from memory work—a phase in our modern language instruction not yet fully exploited by teachers. No reading lesson ought to be considered complete until the pupils have memorized some suitable paragraph, episode, scene or some other portion of the reading assignment.

In the second semester of the first year and thereafter suitable poems may be added. A good English version of the poem should be given by the teacher in order that its beauty may not be marred by attempts at translation on the part of the pupils.

An effective way of arousing the interest of the pupils in German poetry is the singing of German songs. There are some very good songbooks available for this purpose.

#### TEXTS

The reading material for the second year should be chosen from texts of the grade of difficulty of "Immensee." In case the text which the teacher desires to use does not contain exercises,

the needed questions and grammatical drill material will have to be supplied by the teacher.

### THIRD YEAR GERMAN

#### READING

In the third year 200–250 pages<sup>1</sup> of German prose and poetry of medium difficulty should be read. Though simpler portions of the reading material may be read more rapidly, the larger part of the texts read should be studied intensively. The chief aim of the third year must still be the mastery of the language. The pupils should, however, be trained to derive enjoyment from the books they read and to appreciate their literary qualities. A brief study of the life of the authors and occasional criticism of their style will be in place.

#### SUPPLEMENTARY AND OUTSIDE READING

The work of the first two years should be intensive in character. All of the reading, therefore, may very well be done in the class room. In the third, and more especially in the fourth year, a fair amount of outside reading, particularly with the better pupils, may be undertaken. Such outside reading should be checked up by the teacher by requiring brief summaries in English, or when possible, in German. As a rule the texts selected for this purpose should be of considerably easier grade than those read in the class room. Care should be taken, however, not to demand this outside reading of pupils who are able to meet only the minimum requirements of the course.

Texts of the grade of difficulty of "Germelshausen" will be found suitable for such supplementary reading.

#### GRAMMAR

The topics which were only touched upon in the second year (such as the indirect and unreal subjunctives and the modals) should receive due attention at this time. Additional points in grammar, such as the subjunctive of wish and purpose, substitutes for the passive, verbs requiring the genitive, verbs used like modals, etc., should be taken up as they occur in the reading

<sup>1</sup> In computing the number of pages for drama or poetry the regular duodecimo page of approximately 230 words should be used as a standard.

material. Numerous exercises based on the reading should again be furnished. They should be designed (a) to provide a review of important topics of grammar previously studied as well as practice in the topics taken up this year; (b) to aid in the acquisition of the vocabulary contained in the texts read; (c) to serve as preparation for oral and written reproduction.

During the first two years no special reference grammar need be used except where none of the texts used in the second year contain a systematic outline of the essentials of grammar. In the third and fourth years, on the other hand, a reference grammar will be found necessary.

#### COMPOSITION

In addition to the written exercises mentioned under GRAMMAR, the work in composition should consist of written summaries of portions of the reading material suitable for that purpose, occasional assignments on topics discussed and broadly outlined, and letter writing.

#### VOCABULARY DRILL

Inasmuch as the primary aim of the course is the development of reading ability, the emphasis on the acquisition of vocabulary should increase as the work in grammar decreases. Systematic drill in building up the vocabulary by means of synonyms, antonyms, and related words is therefore advocated. As in the first two years, care should be taken to include in this drill only words actually occurring in the texts read. Words of rare occurrence should not be stressed nor serve as basis for drill work.

#### TRANSLATION

As a systematic exercise, translation and retranslation need not be undertaken until the second half of the third year. By this time the foreign language habits will be sufficiently firmly established and there will be no danger of impeding the progress of the work as there would be if translation were undertaken earlier. Retranslation English into German exercises may be regularly assigned about once a week. Translation (German into English) may be done occasionally on portions of the text read.

## TEXTS

For class-room reading in the third year books of the grade of difficulty of "Pole Poppenspaeler," "Der Taugenichts," "Fluch der Schoenheit," etc., are recommended.

## FOURTH YEAR GERMAN

## READING

The fourth year's work should comprise the reading of some 350-400 standard pages<sup>1</sup> of German drama, prose and poetry. In this year the pupils may be introduced to the older German classics, more especially to Goethe and Schiller. The pupils should be given a clear although not a detailed account of the significance of the work of these authors. Some of the most prominent German novelists—Storm, Keller, Meyer, Raabe, Fontane, and Frenssen, should likewise receive due attention, but no systematic study of German literature can be undertaken. This work must be left to the college. Suitable poems from Goethe, Schiller, Uhland, etc., should be studied and at least one lyric or ballad committed to memory each month.

## SUPPLEMENTARY AND OUTSIDE READING

Pupils should be encouraged to do as much outside reading as their spare time will allow. About 150 to 200 pages may be read in this manner. Weak students should be excused from outside reading, if they so desire.

## GRAMMAR

In addition to a review of some of the more important topics of the third year's grammar, such new points in grammar as occur in the reading material should be taken up.

## COMPOSITION

The work in Composition should consist of:

- a) Reproduction of texts or portions of texts read.
- b) Recasting of poems, especially ballads, into prose.
- c) Retranslations
- d) *Freie Aufsätze* on topics discussed and broadly outlined in the class room. This may include letter writing and business correspondence.

## TEXTS

- 1) For the class room—Intensive study:
  - a) "Wilhelm Tell" (or "Die Jungfrau von Orleans", if Tell has been read in the third year).
  - b) "Hermann und Dorothea."
- 2) For more rapid classroom reading:
  - a) "Frau Sorge"
  - b) "Romeo und Julia auf dem Dorfe"
  - c) "Der Schimmelreiter"
  - d) "Else von der Tanne"
- 3) For supplementary and outside reading:
  - a) "Der Fluch der Schoenheit"
  - b) "Leberecht Huehnchen"
  - c) "Peter Moors Fahrt nach Suedwest"
  - d) "Eulenspfigsten"
  - e) "Das Verlorene Paradies"
  - f) "Das Holzknechthaus"

The above texts are suggested by way of indicating character and degree of difficulty of the reading material for this year. There is no intention on the part of the Committee to limit teachers in the choice of texts nor to prescribe the order in which such texts should be read.

The Committee has been instructed not to recommend any particular editions of authors nor any other texts, in general. Teachers desiring suggestions regarding texts to be used in each of the four years, should consult the bulletins issued by the University of Wisconsin ("The High School Course in German"), the University of California ("A Four Year Course in German,"), the New York Syllabus for High Schools: Minima for German, and other similar sources.

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SYLLABUS FOR A FOUR YEAR COURSE IN SPANISH FOR  
HIGH SCHOOLS

## FIRST YEAR SPANISH

Your committee recommends from the very beginning the use of the direct method concerning things in the class room and in ordinary life outside the class room and the teaching in the same way of abstract words of very general use.

## PRONUNCIATION

Your committee does not recommend much use of phonetic symbols in the teaching of pronunciation at this stage of the work. The Castilian is preferable to any other pronunciation. No slovenly work should be tolerated at any stage of the student's development. One of the best helps in pronunciation is the memorization of short stories or short poems. When the pupil has a few of these in memory, he will have standards of pronunciation that he will turn to subconsciously when in doubt.

## GRAMMAR

## VERBS

The three auxiliary verbs, *ser*, *estar*, and *haber*; a few irregular verbs such as, *tener*, *poner*, *hacer*, *decir*, *ir*, *morir*, *ver*, *volver*, *traer*, *dar*, *querer*, *saber*, *pedir*, *servir*, *dormir*, *sentir*, *perder*, *pensar*, *poder*, and *jugar*.

The teacher should avoid making the difference between *ser* and *estar* too scientific at the beginning. Pass lightly at first, making the student feel the difference by means of pictures or humorous remarks. For instance: if a student says, *Soy sentado*, the teacher might answer, *Ud. es sentado. Muy bien. Entonces le diré: Buenos días, señor Sentado*. Then go back to it and explain the reason for the use of *ser* and *estar* in the reading.

All verbs taught in the first year should be taught in the present indicative, past absolute, past indefinite, future, imperfect indicative, and the present subjunctive used for the imperative. Special attention should be paid to the various uses of the imperfect indicative.

## HOW TO USE THE GRAMMAR

Very slowly in the beginning. The committee's experience is that in order to obtain the best results not more than one lesson

of the average grammar now on the market should be gone over in one week and this practice should be continued for at least six weeks. The progress will be more rapid after the first six weeks or two months and the entire morphology as outlined in our preliminary statement should be covered in skeletonized form during the first year.

#### READING

The reading for the first year should consist of from 75 to 100 pages.

#### HOW TO USE THE READER

Begin the reader the last of the second month. Read the piece to the class in Spanish. It will do no harm for the teacher to translate the entire passage to the class, either before or after reading it in Spanish. In any case the student should then be required to read it carefully in the original while the teacher constantly corrects pronunciation, attention being given not only to the correct pronunciation of the individual word but also to the correct pronunciation of the breath group. The piece will then be given to the class to study and will be the basis for:

(a) Conversation (by means of questions and answers in Spanish).

(b) Dictation.

(c) Composition-reproduction at the board.

By composition-reproduction the committee means that students are sent to the board and sentences in English based on the piece studied and read are given offhand for them to reproduce in Spanish, the class being called upon to correct the mistakes.

#### DICTION

The importance of dictation in teaching Spanish can not be too much emphasized. It should begin as soon as the reader is taken up and should deal with the lessons in the reader and the points of grammar studied previously. The sentences should be very clear and not too long. At the outset, five or six sentences will be enough, the number being increased later to ten or twelve.

#### SECOND YEAR SPANISH

##### GRAMMAR

Review rapidly the grammar of the first year before taking up the new work of the second year. Special stress should be put

on the place of the object pronouns: their usual place in the ordinary sentences, and their place after the infinitive, the present participle, and the affirmative imperative. Also stress the reflexive verbs with which the students have already become acquainted in the reading. Additional irregular verbs must be taught. The forms of the subjunctive will be taught, but the regular and exhaustive drill in their use will be reserved for the beginning of the third year. The teacher should endeavor first to give the pupil a feeling for the subjunctive, showing its use in subordinate clauses and driving that home with repeated drill at the board of easy, clear sentences illustrating the use of the subjunctive in the present and the perfect tenses.

The same recommendations for the use of the grammar, reader and dictation are made for the second year as for the first year.

#### READING

The reading for the second year should consist of from 150 to 200 pages.

### THIRD YEAR SPANISH

#### GRAMMAR

Whichever may have been the grammar method used by the teacher in covering the work of the first two years (we refer in particular to the two methods suggested in the beginning of this report), this third year should be devoted to a careful and painstaking study of the principles of syntax. Of course, at the outset a rapid review of morphology will be necessary to freshen the students' memory. In order that they may get the systematic exposition of syntax that becomes necessary at this point of the work, great care should be taken in the selection of the grammar to be used. It should contain a logical and thorough exposition of the principles of Spanish syntax, with copious examples and good reference lists for the regimen of verbs. The exercises should naturally be connected passages illustrating the points involved.

Each lesson in the exposition of syntax should be presented by the teacher before the students work on it at home.

The work of composition-reproduction of the reading matter in the class room, by means of drill at the board and through the study and reproduction of dictation, should be continued throughout the third year.



## READING

Some easy Spanish plays may be used for outside reading or for memorization, and actually played in the class room, the parts being distributed so as to enable each pupil to recite. This will be found a pleasant and useful drill.

The reading for the third year should be from 250 to 300 pages, 200 of which may be assigned for class work and 50 to 100 for outside reading and report.

## FOURTH YEAR SPANISH

## GRAMMAR

The grammar used in the third year for the exposition of syntactical principles should be the reference book of the fourth year; and the practice in composition should be given by means of a very carefully graded advanced composition and conversation book. There should be extensive practice in the making of abstracts of the reading done both in class and out, and in the reproduction in Spanish prose of certain passages of poetry that may have been read. The pupils will sometimes find it interesting to put into Spanish the introductory material at the beginning of their text books.

## PRONUNCIATION

Pronunciation should not have been neglected at any stage of the work, and during this year the pupils ought to be able to put what one might almost call the finishing touches on their ability to read intelligently the original Spanish text.

## READING

In the fourth year the reading should be from 400 to 450 pages. Of these pages, 250 may very well be done in class, and the remainder may then be given for outside reading and report. As every pupil in fourth year work ought to possess a good dictionary, the choice of texts is less limited than it would be for the work of previous years.

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